# Safe & Drug-Free Schools & Communities:

ICN Presentation on Budgeting & Reporting

June 14, 2002

1:30-4:00 p.m.

#### Presenters

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### AGENDA

- Welcome
- NCLB
- Principles of Effectiveness
- Comprehensive Programming
- Science-Based
- Steps to Programming
- On-Line Budgeting and Reporting

### Objectives of the Session

- To introduce what's new in Safe & Drug-Free Schools.
- To provide the context for the budgeting process.
- To provide training in the new on-line budgeting process.

#### Purpose of SDFSC

Provide comprehensive programs proven effective in preventing substance abuse and violence through implementation of the Principles of Effectiveness.

### NCLB

### Section 4114

### **LEA Program**

- funds awarded to LEAs based on prior year share of Title I funds (60%) and enrollment (40%)
- cap for administrative costs established at 2%

### NCLB Principles

#### "No Child Left Behind"

- > Accountability
- > Flexibility
- > Science Based
- > Parental Choice

### **NCLB**

# Concepts

- Principles of Effectiveness
- Alignment
- Comprehensive Approach
- Science-Based Programming
- Collaboration

### Principles of Effectiveness [§ 4115]

- 1. Assessment of *objective data* regarding violent behavior & illegal drug use & conditions that produce them.
- 2. Based on established set of *performance measures* designed to ensure a safe, orderly
  drug-free learning environment.
- 3. Based on *scientifically-based research* with evidence that program will reduce violence and substance abuse.
- 4. Based on an analysis of the prevalence of risk & protective factors/buffers/assets.
- 5.Based on meaningful, ongoing *input* & consultation from parents in development & implementation of the plan.

#### ALIGNMENT

| Comprehensive Program     | CSIP Action Plan   | Budget  |
|---------------------------|--|---|
| Information Dissemination | Awareness<br>Activities                                  | Info. On SA & Violence Prev.                                    |
| Environmental Approaches  | PBS, School-wide Discipline, Culture- Climate Strategies | Back Grnd. Check,<br>Security Meas., Hot<br>Line, Locker Search |
| Prevention Education      | Social Skills, Confl. Res.,Peer Med. Trng                | Character Educ.,<br>Confl. Res.,Peer Med.                       |
| Problem ID & Referral     | Early Warning<br>Signs, SATs, BATs                       | Early Warning<br>Signs, SATs, BATs                              |
| Alternatives              | Progs. For Suspended, Expelled                           | Alt. Ed. Progs & Services                                       |
| Parent & Comm. Activities | Parent, community involvment                             | CommWide Plan.,<br>Comm. Service                                |
| Professional Development  | Staff training related to programming                    | Prof. Dev. Training   |

### CSIP: Alignment

#### Within CSIP

- Needs assessment with Student Learning Goals;
- Student Learning Goals with measurable goals (LRG & AIG);
- Measurable goals with actions (comprehensive program)
- Performance measures to assess program impact on client population's risk and protective factors
- Budget Expenditures for authorized activities with CSIP Action Plan
- Annual Progress Report (APR) with CSIP pla

# Comprehensive Programs

- Information Dissemination
- Environmental Approaches
- Prevention Education
- Problem Identification and Referral Processes
- Alternatives
- Parent and Community Involvement Activities
- Professional Development

# Comprehensive Programs

#### Information dissemination

increases knowledge and changes attitudes through activities such as classroom discussions, media campaigns, and special events. This strategy also includes the distribution of information to students and employees about community resources.

# Comprehensive Programs

#### Environmental approaches

- Address factors that are external to individuals, but that nonetheless affect their behavior.
- Target environmental factors to create respectful orderly environments conducive to learning
- Include activities designed to develop a sense of individual responsibility and respect for the rights of others & to resolve conflicts without violence.
- Often incorporate activities that influence social norms and expectations as well as policies and their implementation
- School-wide strategies, such as school-wide discipline systems, have proven to be among the most effective violence prevention strategies. (Gottfredson).

# Comprehensive Programs

**Prevention education** is developmentally-based instruction for all children and youth from early childhood through 12<sup>th</sup> grade that:

- teaches important skills, such as social skills, conflict management skills, problem solving skills;
- promotes a sense of individual responsibility, and provide information and effective techniques for resisting peer pressure
- addresses the legal, personal, and social consequences of violent and disruptive behavior, such as bullying and harassment, and or the legal, social, and health consequences of the use of illegal drugs,

# Comprehensive Programs

Problem identification and referral processes recognize individuals exhibiting problem behaviors and refer them for assessment and intervention.

# Comprehensive Programs

Alternatives offer opportunities for participation in constructive, developmentally appropriate activities that build assets or protective factors in environments that protect youth from situations that put them at risk.

# Comprehensive Programs

Parent and community involvement activities promote parent involvement and coordination with community groups and agencies, including the distribution of information about the LEA needs assessment, goals, and programs;

# Comprehensive Programs

**Professional development** includes training for school staff in the strategies to be delivered directly to youth

#### Science-Based

- Level One: Anecdotal evidence
- Level Two: Appearance in a non-refereed journal or publication
- Level Three: Peer review of program implementation and evaluation
- Level Four: Meta analysis showing effectiveness across a broad array of program strategies
- Level Five: Replications have appeared in a variety of refereed professional journals, and strategy can be replicated exactly.

"These changes [to science-based practices] can be difficult to make if current prevention programs are popular with staff, participants, or funding sources."

- Tom Griffin, 1999

#### Collaboration

- SEA
- LEA Administration
  - District SDFSC Contact
  - CSIP Responsible Person
  - Business Office
- LEA Programming
  - LEA Staff
  - Students
  - Parents
  - Community Professional & General

# Steps to Programming: Address Risk & Protective Factors (Office of Drug Control Policy)

- 1. Define a population: age, sex, geography, etc.
- 2. Assess needs: assess levels of risk, protection, and behavior for the targeted population.
  - Individuals
  - Families
  - Peers
  - Schools
  - Communities

#### Steps to Programming: Address Risk & Protective Factors

- 3.Develop a comprehensive program to address the district goal, using science-based programs and practices.
- Focus on all levels of risk with special attention to those with high risk and low protection.
- Address attitudes and norms by using environmental strategies.
- Strengthen skills: critical thinking, communications and social competency.
- Ensure that strategies are appropriate for the population addressed.

#### Steps to Programming: Address Risk & Protective Factors

- Strengthen social bonding: programs that strengthen caring relationships, provide mentors - those who model and embrace high standards of conduct.
- Reduce risk and enhance protection in families: strengthen families to set rules, clarify expectations, monitor behavior, communicate regularly, provide social support and model positive behavior.

### Steps to Programming: Intervene Early at Important Stages & Transitions

- Intervene early & at critical developmental stages & life transitions: puberty, adolescence, high school graduation.
- Provide practice & reinforce interventions over time.
- Intervene in appropriate settings & domains.
- Ensure consistency and coverage of programs and policies.
- Train staff and volunteers.

### Steps to Programming: Manage Programs Effectively

- 4. Monitor and evaluate programs against performance measures.
- 5. Adjust program based on data.

# Requirements for Funding for 2002-2003

- Approved CSIP
- Completed Quarterly Reports for 2001-2002
- Completed SDFSC APR for 2001
- Aligned, approved budget

#### Authorized Users

- Passwords to the site have been given to and are controlled by Superintendent
- The Superintendent may add
  - add a new user to the approved list or
  - the application to the list of an already authorized user

#### Websites

- Budget & Quarterly Reports www.edinfo.state.ia.us
- SDFSC www.state.ia.us/educate/ecese/ cfcs/sdfsc/index.html
- lowa Youth Survey www.state.ia.us/educate/ecese/ cfcs/iys/index.html